

DEPARTMENT OF THEATRE
ANNUAL ASSESSMENT REPORT

December 1, 2007

There are several changes to the Department of Theatre's Annual Assessment Report for 2007.

Activities:

1. The Department has added a third programmatic goal: Knowledge of Theatre History and Play Analysis in response to general assessment discussions over the past two years. Our Theatre 101 class is undergoing some revision to address some issue that the faculty have with the student's experiences with literature of the theatre.
2. The Department has added an activity on Assessment Day, Assessment Olympics, which tests the student's basic skills in singing, acting, dancing, costuming, lighting, and stagecraft. Students participate in three events out of five and not all events are of their choosing. The Olympics involves over 70% of our students and may, over time, verify the results of the comprehensive exam in practice. The department will be able to set a benchmark for this activity at that time. The first year of the Assessment Olympics our scoring was inconsistent across skills. That issue was remedied last year.
3. While the results from ACTF responders, internships, WVTC and SETC auditions are not reported this year, the Department is making every effort to quantify the results of these very important activities. They are an unbiased, external measurement of our student's skills.
4. The Department has determined, that after five years of administering our comprehensive exam, first to the freshman on their first day of class and then again as an integrated part of sophomore review, that a realistic benchmark grade is 75%. While a number of students achieve considerably higher scores on the test, a few individual students who do not pass it the first time, must take it again. A minimum score of 75% required to pass sophomore review which should not be confused with the benchmark. Over time, the benchmark is likely to rise as more data is collected. Questions on the exam should be rotated or changed every two years.
5. Efforts have been made to sync the results of Sophomore Review and Senior project. However, since the projects are somewhat dissimilar having different goals and expectations. The department will continue to explore how elements of these two activities can be correlated.

Assessment Activities:

- The morning of Assessment Day the Theatre faculty meets to discuss the data collected from the previous year and to consider recommendations with regard to our assessment activities. These discussions are followed thru either at that meeting or a subsequent meeting in early May. Additional meetings focusing on assessment topics are held in the fall. (We set the benchmark for Comprehensive exams this past October.)

- Of greatest concern is the difficulty in codifying external responses to our productions and our student's success at regional and national conferences at auditions and portfolio interviews. Since all of these activities represent external professional assessment, they play a very significant role in the assessment process. However, for obvious reasons we cannot expect the external evaluators for specific quantification of evaluations. What we have done in the past is to look at total numbers of students participating and the success rate of our students against those numbers. This accounts for the variables of available positions, numbers of evaluators, etc. We will continue to work to find a mechanism to quantify the results of these various activities.
- As the Department acquires more data, it will be able to set benchmarks for almost all of its internal activities.
- We continue to improve our record keeping and data collection.

What We Have Learned:

The curriculum revision several years ago addressed some very pressing issues and the program is right on track. While there is always room for improvement, the faculty are very satisfied with the progress of our students generally. Our most pressing issue at this time is attracting a number of qualified and focused students to our program.

MARSHALL UNIVERSITY
 Assessment of Student Learning Outcomes for the Theatre Department
 2006 - 2007

Program Goals	Student Learning outcomes	Learning Activities	Assessment Measures (Tools)	Benchmarks	Results / Analysis	Action Taken
Basic skills in theatre performance and technology	Students demonstrate basic skills in stage-craft, stage lighting, costume, stage movement, stage voice, acting, makeup and theatre vocabulary	Classes, Practicums	Comprehensive Exam	Benchmark 75%	85.2(Spring) 79.8(Fall 06)	1. Set benchmark of comprehensive exam of 75% based on five previous years of exam records. 2. Redesigned scoring for Assessment Olympics for consistency across all skills areas.
			Incoming Exam (Measures theatre knowledge of incoming freshmen)	Offered first day of class in THE 101 to all incoming freshman	39	
			Sophomore Review	no benchmark	83.37	
			Assessment Olympics	no benchmark	80.2	
Advanced skills in theatre performance and production	Students demonstrate skills in stage management, theatre design and technology, acting styles, musical theatre, resume /portfolio development	Classes, Practicum				Under discussion is the quantifying of data collected from Internship, SETC and ACTF as well as the ACTF responses to productions
		Internship**				
		Professional Auditions at WVTC*, SETC* and participation in KCACTF* Irene Ryan Competition*	External Production Responses,			
			Senior project	No benchmark	83.91	
			Assessment Olympics	No benchmark	80.2	
Knowledge of theatre history and play analysis and an overview of contemporary practices	Students demonstrate basic knowledge of theatre history and play analysis and contemporary practices.	Classes	Sophomore review		80.2	Redesigning THE 101 syllabus to focus on play analysis
		Writing	Senior project		83.91	

*West Virginia Theatre Conference,(WVTC) Southeastern Regional Theatre Conference(SETC), Kennedy Center American College Theatre Festival (KCACTF)which supports the Irene Ryan Competition, a national acting competition. Auditions at these events are a measure of the preparedness of our students as performers and technicians. However, the Department is developing a method of codifying the data from these activities. In addition to participation in portfolio reviews and auditions, all season productions are responded to from outside evaluators. The department is exploring ways that we might quantify this data as well.

**Internship is required of all students and the student's work is evaluated by the host organisation. The Department is looking into a method of codifying data from this activity as well.

